

YEAR 12 CURRICULUM NEWSLETTER

Spring Term 2

This newsletter provides an overview of the curriculum your child will follow in different subjects this term

If your child has any concerns or questions, please encourage them to resolve them as quickly as possible by speaking to their Form Tutor, Subject Teacher or Head of Sixth Form. Parents are also invited to make an appointment to see Mr. MacRae if they wish to discuss any academic issues.

ART AND DESIGN (AS)

During the next term Year 12 students will work on their final coursework piece preparation. They will further develop their practical skills and produce bigger size experiments using their chosen media. Going through the process of experimentation they will finalize the ideas that they would like to communicate. They will start working on their final piece at the middle of February to allow plenty of time before the coursework deadline. After that the students will start preparing for the second part of the course and that is the AS exam.

BIOLOGY

Students will continue to follow the AQA Biology course and will complete all new material by the Easter holidays. This term their work with Mrs Fournier will begin with a study of cells and cell differentiation, moving on to condier gas exchange and the blood system. After the Spring Festival break the focus will change to the passage of water through plants, before broadening to consider classification, behaviour and diversity. Miss Butcher's lessons will examine genetics, beginning with variation, DNA and replication and finally considering genetic diversity and some practical applications. Students will sit a mock AS examination before the Spring Festival break and they will also take two official AS practical examinations (the 'ISA exams') during this term. Homework is set regularly and students should also be spending time in private study, reading around the subject and practising exam questions. There is a wealth of support material on the VLE and we encourage students to seek help outside lessons, in person or through email, as needed.

BUSINESS STUDIES

In Term 2, students will continue to study Unit 1:

Developing New Business Ideas. This unit covers key activities which student may be involved in if they were to set up and manage a business whether small, medium-sized or large. It also introduces students to some basic management tools and models which be developed in A2 units. The topics that they will cover include: The Marketing Mix, Price Elasticity of Demand, Product design, Capacity Utilisation, Stock Control, Lean Management, Quality Management techniques and Legislation. Finance issues such as budgeting, sales forecasting and cash flow will also be explored.

All students are issued with a course textbook and a dictionary of key business studies terms with definitions (Complete A-Z Business Studies Handbook). They are also given a copy of the course specification which outlines in more detail the topics cover in each unit. References will also be provided to the relevant chapter in the textbook.

Parents can encourage their children to watch the news regularly. Magazines such as the Businessweek or the Business Review are also helpful and stimulate interest in the subject. They can also support their child by discussing current issues and the topics studied during class.

CHEMISTRY

Students will continue to follow the AQA Chemistry course and will complete all new material by the Easter holidays. This term Mr MacRae will complete their study of the Group II metals. They will then consider the extraction of metals, oxidation and reduction, and redox reactions. Finally the attention will change to Organic Chemistry with a consideration of alkenes. Miss Butcher will start the term kinetics, catalysts and equilibria. She will then move on to haloalkanes and alcohols. Both teachers will focus on analytical techniques before the Easter break. Students will sit a mock AS examination before the



Spring Festival break and they will also take two official AS practical examinations (the 'ISA exams') during this term. Homework is set regularly and students should also be spending time in private study, reading around the subject and practising exam questions. There is a wealth of support material on the VLE and we encourage students to seek help outside lessons, in person or through email, as needed.

ECONOMICS

In Term 2, students will continue to explore reasons why markets fail and how the government might intervene in certain markets to cure market failure. Students will also study Unit 2 Managing the Economy. This unit is an introduction to the key measures of economic performance and the main objectives and instruments of economic policy. They will explore topics such as the basic aggregate demand and supply models to aid understanding of government policy; will learn to argue for different government approaches to solving economics issues; will discuss the impact of such policies and learn to recognise the assumptions involved. This unit requires knowledge of simple calculations and interpretation of diagrams and graphs.

All students are issued with a course textbook and may also use a support textbook which is primarily used for classwork. They are also given a copy of the course specification which outlines in more detail the topics cover in each unit. References will also be provided to the relevant chapter in the textbook. There is also a wide range of resources available via the school learning network.

It is vital that parents encourage their children to watch the news regularly. Magazines such as the Economist or the Economic Review are also helpful because students gain a wider understanding of how economic theory is linked to real life examples. They can also support their child by discussing current issues and the topics studied during class.

ENGLISH

Students will begin the term writing their long essay for the Unit 2 coursework, an exploratory essay comparing two Shakespeare plays 'Othello' and 'Hamlet' and evaluating other critical and theatrical responses to the plays. They will also commence work on their Unit 1 texts, for prose, Austen's 'Pride and Prejudice' and Perkins-Gilman's 'The Yellow Wallpaper' and for poetry, a

selection from 'The Rattle Bag' Anthology, edited by Heany and Hughes. They will also be preparing for the unseen section of this exam by reading and evaluating a series of shorter prose texts and further poetry.

FRENCH

During the first half of the term, the students will explore cross-curricular themes related to healthy lifestyles. They will work within the sub-topics of sport, food and diet and smoking. They will be encouraged to make comparisons between lifestyles in China and Spanish speaking countries in Europe and around the world. Grammatically they will focus on the *conditional* and *imperfect tenses*, the *pronouns "y" and "en"*, the *present participle* and the *imperative*.

For the second half of the term, they will focus on the broad theme of employment and the world of work. They will study the French education system in more detail and will analyse the benefits of higher education. They will be encouraged to think about their plans for a future career and analyse the value of any work experience that they have completed. They will also consider the benefits of gap years and work on broader cross-curricular themes related to unemployment and problems in the workplace. Grammatically they will focus on the *subjunctive* and the *pluperfect tenses*.

GEOGRAPHY

During this term Year 12 Geographers will complete the Going Global unit. The focus will be on globalisation and the links it creates. Students will consider various points of view from those that believe that globalisation spreads wealth to those that express concern that the impacts of globalisation are uneven and therefore unfair. Students will then follow the two units of Extreme Weather, which concentrates on the increasing ferocity and frequency of extreme weather events, and Rebranding Places which studies strategies for regenerating urban and rural places. These topics will be studied through a number of activities and both will involve short field work projects.

HISTORY

Students this term will continue with preparatory work undertaken over the holidays on The Civil Rights Movement in the USA between 1945 and 1968. Study will be made of how activists



challenged the segregation practised in the Southern States and students will be encouraged to evaluate the successes and limitations of the Civil Rights Movement during this period as a whole. Students will then finally assess the extent to which the aims of the Civil Rights Movement had been realised by 1968. Year 12 will reference a number of Texts, DVDs, powerpoints and websites to facilitate their learning in all the topics studied this academic year 2009 / 2010.

ICT (AS)

In Term 2 we will work on the areas of the transfer of data in ICT systems, Safety and Security of ICT systems, Procedures for Back up and Recovery, Uses of ICT systems and Factors and Consequences of ICT. Miss Wallace will work on consolidating knowledge and understanding of the course content. A major emphasis of this time will be on answering techniques so that they know how to approach the paper in a way which will maximise their grades. Mr Fall will continue to hone their project work. Students are reminded that both Mr Fall and Ms Wallace are happy to see them by prior appointment. We strongly encourage them to use the VLE to communicate with us and each other about ICT questions. We have an excellent VLE facility which allows students to ask questions when they want to. Please encourage students to do so by asking them to show you the ICT AS online course.

MANDARIN

Focusing on the new Edexcel AS syllabus, Year 12 students in Term 2 of 2009/10 will be carrying on their preparation on the following topics: Food, diet and health; Transport, travel and tourism; Education and employment; Leisure, youth interests and Chinese festival.

Students will research a particular aspect of one of the topics and carry out a presentation as well as interviewing each other, or their teacher, in Chinese to canvass opinions and ideas. Mind maps will be created to identify links between aspects of the topics and to expand and order the students' ideas. On speaking skills, students will time themselves speaking on a particular aspect and gradually increasing the amount of time they can talk on that topic. Students will systematically develop their skills on spoken expressions and responses related to above topics and showing understanding, written response and research skills.

Following the mock examinations, tailor-made revision plans for each student will be constructed based on the student's performance.

The learning resources will be chosen from the new 'A' level Chinese textbook by Pearson, *Edexcel AS Chinese* as well as resources from media, internet and other publications.

Students are expected to logon to <http://vle.harrowbeijing.cn> for further resources and revision material.

MATHEMATICS

Students will be continuing work on units that will be examined in May / June. It is imperative that students complete all homework on time and not leave revision for these examinations until the last minute. Completion of exercises now will lead to less stress later and revision needs to be a continuous and ongoing process. I want all of our students to achieve the best possible grade for these modular examinations FIRST TIME; it leads to great stress for students who fall into the trap of re-sitting modules. We do not want to develop a culture of re-sitting Mathematics examinations at the school.

The units studied and hence content obviously depend upon many factors such as: whether the student is studying Single Mathematics (one A level); or Single Mathematics + Further Mathematics (two A levels); or an AS in one of the above.

For these reasons, it is impractical to write down all possible permutations of module choices in this newsletter. Please discuss the modules and content with your son / daughter and email or call his / her Mathematics Teacher if you require further explanation:

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PERFORMING ARTS



In this second term, Year 12 will finish their study of *Antigone* and develop further their understanding of Stanislavsky and other acting theories. Students will also select their play script which they will then perform for an audience, this is an important part of their final assessment and their performance will be assessed and moderated externally. The students are expected to work as a theatre company would and take responsibility for all aspects of the process. They will also be expected to attend and evaluate public performances, one of which they will write about in their final written examination. This is a very important term for Year 12 in Theatre Studies.

As part of the Drama department's commitment to cultural diversity students will be exposed to work from varying cultures and contexts. The techniques of European and Asian practitioners will be explored as well as using local and regional artistic centres in order to supplement our student's learning.

PE

In Year 12, the primary focus is participation, to encourage students to voluntarily select the activities that they wish to pursue and therefore, foster a positive attitude towards physical exercise. Once an individual is intrinsically motivated towards participation, a more holistic approach can successfully be nurtured, ensuring that the physical, mental and social aspects of a student's development are all addressed. Students will appreciate the importance of leading a healthy lifestyle and discover their own aptitudes, abilities and preferences. Ultimately, they will make choices about becoming involved in lifelong physical activity as well as understanding the self-discipline needed for success throughout and beyond school life.

AS Level

AS Physical Education students will be covering the following topics:

Anatomy and Physiology: Cardio Vascular System
Respiratory System

Acquisition of Skill: Information Processing
Memory
Phases of Learning
Transfer of learning
Motivation

Socio-Cultural Studies: Achieving Excellence in Sport
Mass Participation in Sport

Links between Sport and Politics
Ethics and Sport
Deviance in Sport

PHYSICS

Students will continue to follow the AQA Physics A course and will complete all new material by the Easter holidays. Mrs Justham's lessons start with particle physics, and move on to quantum physics after the Spring Festival break. Both these areas are totally new to the students and will make significant language demands, and we urge them to seek help quickly if they find concepts or key terms difficult to understand. Mr Pryer's lessons will consider waves: key properties, refraction, superposition and diffraction. Students will also sit a mock AS examination before the Spring Festival break and complete their final practical assessment for AS. Homework is set regularly and students should also be spending time in private study, reading around the subject, practising exam questions and completing their second extension task. There is a wealth of support material on the VLE and we urge students to use the opportunities provided to get individual help with their work.

SPANISH

During the first half of the term, the students will explore cross-curricular themes related to travel and tourism and the media. They will work within the sub-topics of transport, tourism and travelling in Spain, the press and the internet. Grammatically they will focus on verbs like *gustar*, the perfect tense, the superlative and uses of the subjunctive.

For the second half of the term, they will focus on the broad theme of employment and the world of work. They will study education policy and student issues and will analyse the ideal content of the curriculum. They will be encouraged to think about their plans for a future career and analyse the value of any work experience that they have completed. They will also consider the broader cross-curricular themes related to unemployment and problems in the workplace. Grammatically they will focus on the preterite and imperfect tenses and uses of the subjunctive. They will also study direct and indirect object pronouns.

